DOCUMENT RESUME

ED 261 166 CE 042 069

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TITLE Orient Students to CBVE. Self-Instructional Competency-Based Professional Teacher Training Manual.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 77p.; For related documents, see CE 040 578-581 and CE 042 060-070. Document printed on colored paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Definitions; Delivery Systems; Educational Facilities; Grades (Scholastic); Grading; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; Learning Resources Centers; Management Development; Orientation Materials; Pacing; Postsecondary Education; Program Development; *School Orientation; Student Attitudes; Student Evaluation; *Student Role; Teacher Responsibility; *Teacher Role; Technical Education; Test Items; Units of Study; Vocabulary; Vocational Directors; *Vocational Education; Vocational Education Teachers

ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which explains how to develop a CBVE orientation plan for students, covers the following topics: (1) identifying CBVE vocabulary and concepts, (2) exploring the student and instructor roles in a CBVE setting; (3) explaining the parts of the CBVE delivery system; (4) explaining the CBVE assessment system; (5) explaining the grading system; (6) orienting students to CBVE facilities; and (7) developing a plan to orient students to CBVE. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

BEST COPY AVAILABLE

Task Orient Students to CBVE

Purpose It is important to prepare students for their role in a CBVE program. Their understanding of the concepts and expectations will affect their success in the program. This module will help you to develop an orientation plan for your students.

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	009	4 Hours	*

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Orient Students To CBVE

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1985

This publication was developed for the Department of Adult, Vocational-Technical Education of the Illinois State Board of Education under the provisions of Project Number R-32-63-X-0333-130 awarded to the DAVEA Center. Opinions expressed in this manual do not necessarily reflect the official position or policy of the State Board of Education.

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Necessary Administrative Support

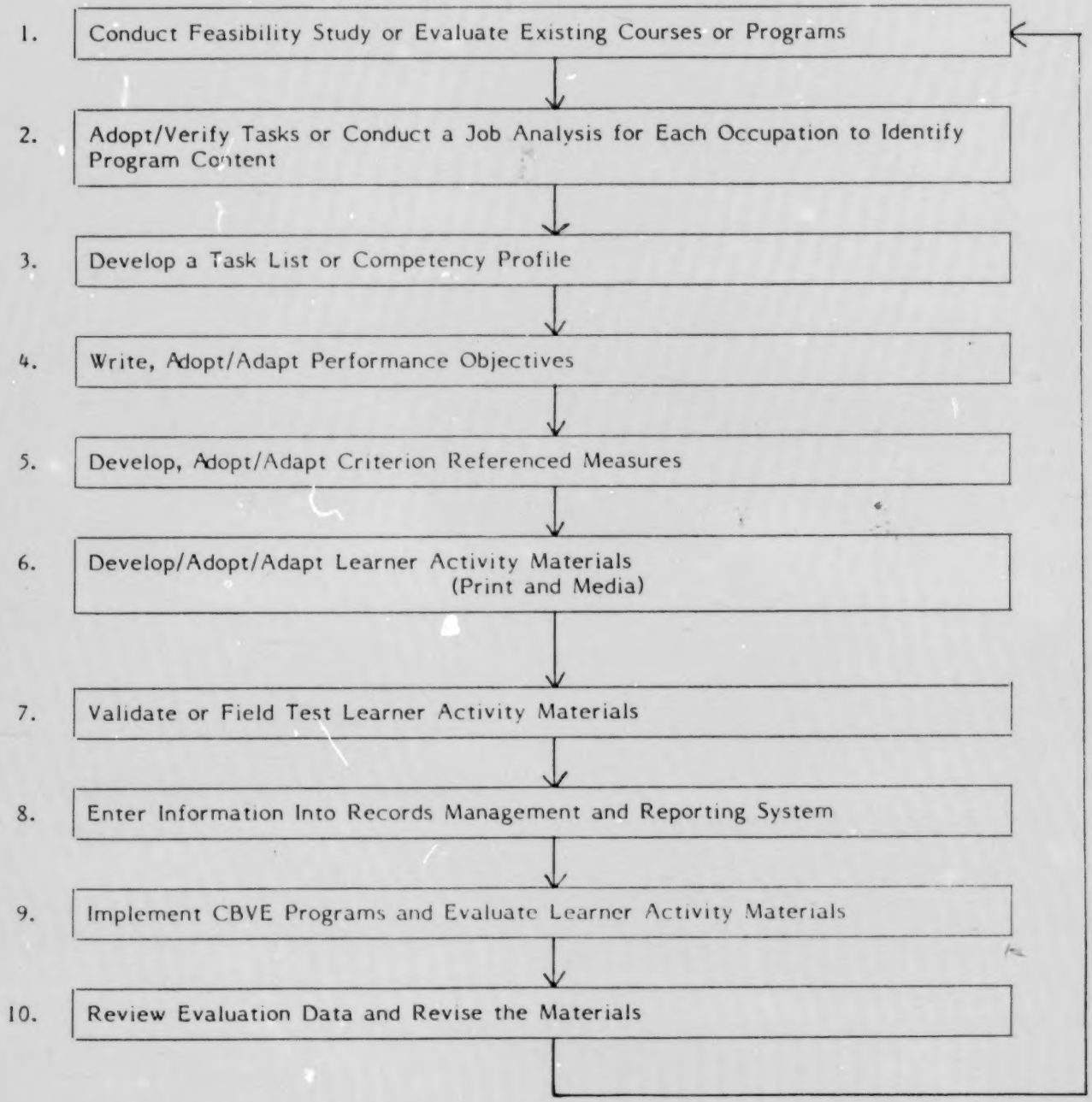
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

FOREWORD

Why Orient Students to CBVE?

A positive, supportive atmosphere is essential to any successful learning environment. Some students are failure oriented because they have often spent their years in the school system experiencing one failure after another. CBVE is different from what they are used to. Rather than spending their time sitting and listening, they become actively involved. Instead of failure, they experience success.

This change in expectations and role creates problems for some students who lack self-confidence and motivation. They may have trouble at first taking the initiative and assuming responsibility for their own education. However, if they are well versed in the CBVE system and your expectations, they will rise to the challenge.

Orientation to CBVE for students has several vital components:

- Students must know what learning guides or competency sheets are.
- Students must know how to use learning guides or competency sheets.
- Students must know why learning guides or competency sheets are used.
- Students must know that you will insist that they use the learning guides or competency sheets as they were designed to be used.
- Students must understand that you will help those who genuinely need help.
- Students must understand the concept of task mastery and how that relates to their grade.
- Students must understand that their affective skills are as important as the skill training, and that this is an important part of their education.

In this manual, you will learn the topics that are necessary to cover in CBVE orientation. You will have to develop your own delivery system. Some ways used by Illinois CBVE demonstration centers are:

- Traditional group instruction using overheads and actively involving students by the

use of activity sheets and mastery tests.

- Video tape the group presentation for use with late entries using activity sheets and a mastery test.
- Develop a set of self-instructional materials and guide the students through them, again using activity sheets and a mastery test.

Whatever method you select, remember that the first days set the tone for your class for the rest of the year. A positive, supportive atmosphere is essential to successful learning.

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Access to available resources

YOU WILL: Develop a plan to orient your students to CBVE

HOW WELL: To master this task, you must score 10 out of 12 or 83% on a written exam and score 65 out of 65 or 100% on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify CBVE vocabulary
2. Identify CBVE Concepts
3. Explore the student and instructor roles in a CBVE setting
4. Explain the parts of the CBVE delivery system
5. Explain the CBVE assessment system
6. Explain the grading system
7. Orient students to CBVE facilities
8. Develop a plan to orient students to CBVE

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify CBVE Vocabulary

LEARNING STEPS

1. Read Resource #1 for an introduction to CBVE student orientation.
2. Complete Resource #2 for a self-check on student orientation.
3. Read Resource #3 to identify CBVE vocabulary.
4. Complete Resource #4 for a self-check on CBVE vocabulary.
5. Complete Resource #5 to develop a vocabulary list for your orientation of students to CBVE.
6. Go on to Resource #6 to identify CBVE concepts.

RESOURCES

1. Information Sheet 009-001-001, "Student Orientation to CBVE," in this guide, pages 10-11.
2. Activity Sheet 009-001-002, "Why Orient Students to CBVE?" in this guide, pages 12-13.
3. Information Sheet 009-001-003, "CBVE Vocabulary," in this guide, pages 14-18.
4. Activity Sheet 009-001-004, "Self-Check on CBVE Vocabulary," in this guide, pages 19-21.
5. Activity Sheet 009-001-005, "Develop a CBVE Vocabulary List," in this guide, page 22.
6. MPO #2 in this guide, page 23.

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	001

INFORMATION SHEET

009-001-001

Student Orientation to CBVE

Competency-based vocational education offers students an exciting and rewarding learning experience. For the student to reap the maximum benefits from the system, they must understand the system. The best way to achieve this is to develop a comprehensive, well organized orientation to your CBVE system.

You should explain to the students their responsibilities, your role, CBVE concepts and vocabulary, the delivery, testing, and grading methods. Students who are properly oriented to CBVE will have an increased chance for success.

The orientation period will probably be your first contact with your students. This will establish the grounds for all your future relationships. You will want them to know that you will always be available to provide individual help.

A CBVE system is very different from the traditional system to which most of them are familiar. Consequently, you will want to make sure that they understand the differences and the effect they will have on how they learn. Your students need to know how CBVE works and how they fit into the system. You can help them by developing an orientation program that provides students with all the necessary information so that they can begin to learn immediately.

You will want students to learn about CBVE in the same way they learn from CBVE, by actually doing. Therefore, your orientation should include students as active participants. The techniques you use for your orientation will vary depending upon the availability of resource materials and persons. Be sure to take into consideration the learning styles of your students so you can be flexible in your orientation.

You may want to develop student learning guides or competency sheets* for use during orientation, or you may want to develop a slide tape or video tape to aid in orientation. Both the guides or competency sheets and A/V are extremely useful if you have students entering

your program late. Remember that while group presentations may be the most efficient possible delivery method from your point of view, you need to stay flexible so that you can meet the needs of all the students who enter your program.

It is impossible to design a CBVE orientation that will provide all the information to your students. They will always have questions and learning problems related to their understanding of CBVE which will require your help. However, you can offer a thorough orientation; then, throughout the year, provide supplemental information. By doing this, you will be giving them the basic CBVE skills which allow them to take charge of their own learning experiences.

* SLG's or learning guides used in this manual can mean learning guides or competency sheets, i.e., long form or short form for delivering CBVE.

009-001-002

Why Orient Students to CBVE?

Complete the following without looking back in this manual. Then check your answers with the following answer key.

1. Why orient students to CBVE?

2. List six items which should be included in a CBVE orientation.

   A.

   B.

   C.

   D.

   E.

   F.

For Activity Sheet 009-001-002

1. Orient students to CBVE to maximize their chance for success in the system.

2. Any six of the following should be included in a CBVE orientation:

   Student role or responsibilities; Instructor role or responsibilities; CBVE concepts; CBVE vocabulary; CBVE delivery methods; CBVE testing methods; CBVE grading methods; CBVE facilities

INFORMATION SHEET

009-001-003

CBVE Vocabulary

The terms used to describe the various components of a CBVE system often vary from school to school. Some work has been done on a national basis to establish a common vocabulary. The following is a list of terms used by Open Entries*, which is a National Communication Network for Competency-Based Vocational Education.

Competency-based vocational education - performance-based vocational education; competency based education.

Personalized CBVE - individualized CBVE

Task - competency; job skill; performance

Task list - occupational inventory; competency profile or list

Performance objective - terminal performance objective; competency objective; behavioral objective; V-TECS objective; unit objective; skill, knowledge, or attitude objective

Enabling objective - micro-performance objective; lesson-level objective; sub-objective; learning objective, specific objective

Criterion-referenced test - criterion-referenced measure; final evaluation; final assessment; criterion exam; checkout activity

Performance checklist - instructor checklist; product checklist; performance test

Written test - paper and pencil test; post-test; written exam

Learning activities - learning experiences; learning steps; assignment sheets

Learning resources - adjunct resources; referenced resources

Learning module - module; student learning guide; learning activity packet

Learning package - task learning materials

Teacher's guide - unit of instruction

The following is an example of a vocabulary list used for student orientation at one of the ICBVE demonstration centers.

* Open Entries - The Center for Studies in Vocational Education, Florida State University, Stone Building, Tallahassee, Florida 32306

SACC

STEPHENSON AREA CAREER CENTER

Pearl City Road, Freeport, IL 61032 [815] 235-8025

"IT'S HERE FOR YOU"

COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION: ITS VOCABULARY

The learning system used at SACC is designed to provide learning activities that will meet your individual needs. Individualized instruction directly involves you in planning what is to be studied as well as how rapidly you progress towards completion of your educational goals.

Most of your education and training has been what we call "Traditional". In traditional classes everyone works on the same problems at the same time. The teacher lectures, and gives out assignments, but has little time to devote to you as an individual.

SACC has a different method of learning; in a Competency-Based Individualized Instruction (C.B.I.I.) system you will be responsible for your training and progress. You will move forward at a pace best suited to your preferred learning style. Your performance and task mastery is based on pre-determined and pre-stated standards. However, you must be prepared to pursue your own learning. (All people learn at different rates and that makes you a very unique person.) Don't be surprised if you find yourself working on different tasks than your classmates.

The vocabulary words on the following pages will help you to better understand the SACC individualized instruction format. Study and remember. If you have questions discuss them with your instructor.

M1-5-FORMS
GJM-RV 8/82

Roy Monzo, Director

Richard R. Linnell, Assistant Director

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	001

COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION

A learning system designed to meet your individual needs by directly involving you in planning what is to be studied as well as how rapidly you progress to your educational goals.

STUDENT LEARNING GUIDE (SLG)

A learning guide is the set of directions you follow to complete a unit of work or task. Usually this learning guide contains, in addition to the directions, sets of reading material, self-tests, A/V material, directions to activities, and a copy of the performance/product checklist.

TASK

The task is one unit or part of the job you are here to learn. Local industry has helped us to define these tasks so that what you learn is necessary for employment.

TASK LISTING

All the tasks placed on a list make up a task listing. Your instructor has the task listing for your program.

TERMINAL PERFORMANCE OBJECTIVE (TPO)

The terminal performance objective describes the final examination for the task. This TPO tells you what materials/supplies you will be given, what you must do with the materials/supplies, how you will be evaluated, and how well you must perform.

MICRO PERFORMANCE OBJECTIVE (MPO)

The micro performance objective is a subdivision of the task comparable to the chapter in a book. The MPO contains detailed directions to your work.

LEARNING STEPS

The learning steps are the directions to the work and study. There is a set of directions or learning steps for each MPO.

RESOURCES

Resources are the materials, supplies, or personnel you must have to do the work stated in the learning step. There is a resource for each learning step.

WRITTEN CRITERION EXAM

There are two types of exams used at SACC. A written criterion exam tests what you know. This is in the form of a multiple answer test. You take the test in the LRC.

PERFORMANCE/PRODUCT CHECKLIST

A performance/product checklist tests what you can do. In a performance checklist your instructor must watch you perform a job. In a product checklist you are to make a product which your instructor will evaluate according to the checklist. A performance/product checklist is one which your instructor will watch you do certain steps and then evaluate your final product. Usually a learning guide will have both types of tests.

PERFORMANCE CONTRACT

A performance contract is an agreement which states the number of tasks or learning guides which must be completed during a grading period in order to pass. The contract is agreed upon and signed by you and your instructor.

DAILY PERFORMANCE POINTS

A five point scale used by an instructor to assess your daily work, based on factors necessary for job success; such as tool care, safety, clean-up, etc.

MASTERY

Mastery is the level of performance you must achieve for a job entry skill.

MASTERY HOURS

The actual number of hours that you spend on a given student learning guide to achieve mastery.

STANDARD HOURS

The number of instructional hours that the average student spends to achieve mastery of a given learning guide.

CONTRACT ADJUSTMENT

A contract adjustment may be requested at any time, by you or your instructor, to assess your progress and possibly make adjustments in your performance contract. Your instructor will meet with you to assess your mid-term progress.

PROFICIENCY TESTING

Proficiency testing is a method by which any student may request and demonstrate mastery of any task by meeting the TPO for that student learning guide.

009-001-004

Self-Check on CBVE Vocabulary

Define the following terms.

1. Task

2. Task Listing

3. Student Learning Guide

4. Terminal Performance Objective

5. Micro-Performance Objective

6. Learning Steps

7. Resources

8. Written Criterion Exam

9. Performance/Product Checklist

10. Mastery

11. Mastery Hours

12. Standard Hours

13. Proficiency Testing

14. CBVE

Check your answers with Information Sheet 009-001-003.

The following is an activity sheet used during student orientation at a ICBVE demonstration center. Follow the directions and check your work with the following answer key.

Use the following words to complete the sentences, phrases or statements on this activity sheet:

Daily Performance Points	Performance Contract	MPO
Terminal Performance Objective	Task	Task Listing
Local	SLG	TPO
Learning Steps	CBII	Mastery
Standard Hours	Contract Adjustment	Criterion Written Exam

1. A _____ is one unit or part of the job you are here to learn.

2. _____ industry helped to define tasks that are necessary for employment.

3. _____ is a short term for micro-performance objective.

4. Daily work evaluated by your instructor is rated as _____ _____ _____.

5. A student learning guide is sometimes called an_____.

6. All tasks placed on a list make up a _____ _____.

7. A _____ _____ is a grade range for the number of contract hours and daily performance points in a grading period.

8. A description of the final examination for a task is found in the _____ _____ _____.

9. _____ _____ are the directions to work and study and are found on the Micro-Performance Objective page.

10. The _____ tells you (1) what materials/supplies you will be given, (2) what you must do with the materials, (3) how you will be evaluated (tested), and (4) how well you must perform.

11. A system designed to meet your needs by involving you in planning what is to be studied is called _____.

12. _____ is the level of performance you must achieve for a job entry skill.

ACTIVITY SHEET 009-001-004
Answer Key

1. Task
2. Local
3. MPO
4. Daily Performance Points
5. SLG
6. Task Listing
7. Performance Contract
8. Terminal Performance Objective
9. Learning Steps
10. TPO
11. CBII
12. Mastery

ACTIVITY SHEET

009-001-005

Develop a CBVE Vocabulary List

You are to develop a list of CBVE terms used at your school. Have your school's CBVE resource person critique your list.

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	001

MICRO - PERFORMANCE OBJECTIVE #2

Identify CBVE Concepts

LEARNING STEPS

1. Read Resource #1 for a comparison of CBVE and traditional instruction.
2. Complete Resource #2 for a self-check on CBVE concepts.
3. Go on to Resource #3 to explore student and instructor roles in CBVE.

RESOURCES

1. Information Sheet 009-002-001, "CBVE Concepts," in this guide, pages 24-25.
2. Activity Sheet 009-002-002, "Compare CBVE and Traditional Systems," in this guide, page 26.
3. MPO #3 in this guide, page 27.

INFORMATION SHEET

009-002-001

CBVE Concepts

When introducing students to CBVE, it may be helpful to compare the traditional method of instruction to CBVE. This is especially appropriate when secondary, post-secondary, and adult learners are in the same instructional setting.

The following chart illustrates the comparison of the two systems.

TRADITIONAL SYSTEM	COMPETENCY-BASED SYSTEM
1. Fixed Content	1. Fixed Content
2. Fixed Time	2. Variable Time
3. Fixed Progress	3. Variable Progress
4. Course Completed for Credit	4. Credit Given for Work Completed
5. Norm Referenced (Variable Proficiency)	5. Criterion Referenced (Fixed Proficiency)

Let's take a look at each of these components.

TRADITIONAL SYSTEM

1. Fixed Content: The readings, activities, tests and subject matter in a course are the same for everyone in the course.

2. Fixed Time: Classes last for a specific, preset time and every student must do the work in the given time span.

3. Fixed Progress: Classes progress at the rate the instructor sets which is usually geared to the "average" student. Slower students tend to "fall behind" which assures their failure and faster students often become bored and often lose their quest for excellence.

4. Course Completed for Credit: Each student must complete the entire course to gain credit for the course. If a student exits the course before all the work is completed, no credit is given.

5. Norm Referenced (Variable Proficiency): For evaluation purposes, all students are compared to each other in a given class. Grades are determined by the specific working level of all the students in each class. Not all students meet the minimum standards for job entry skills.

COMPETENCY-BASED SYSTEM

1. Fixed Content: Everyone learns to perform the same minimum job entry level skills for each task.

2. Variable Time: Students take as long as their particular learning style requires to complete each task.

3. Variable Progress: Students work at their own pace. They are allowed to practice as long as necessary to accomplish a task, or progress as fast as they can master the materials.

4. Credit Given for Work Completed: Students are given credit for skills they possess before entering a program. They are also given credit for tasks completed whether they finish a program or not.

5. Criterion Referenced (Fixed Proficiency): Each student works toward a preset standard of performance. Students compete with themselves and not with fellow classmates. All students must reach at least the minimum standards for each task.

ACTIVITY SHEET
009-002-002

Compare CBVE and Traditional Systems

Complete the following then check your answers using Information Sheet 009-002-001.

TRADITIONAL SYSTEM	COMPETENCY-BASED SYSTEM
Fixed Content	1.
Fixed Time	2.
Fixed Progress	3.
Course Completed for Credit	4.
Norm Referenced (Variable Proficiency)	5.

Briefly describe each of the five characteristics of the competency-based system.

6.

7.

8.

9.

10.

Given your school setting, determine which of the five characteristics fit your situation and develop an orientation plan for your students. Have your school's CBVE resource person critique your plan.

MICRO - PERFORMANCE OBJECTIVE #3

Explore the Student and Instructor Roles in a CBVE Setting

LEARNING STEPS

1. Read Resource #1 to identify the instructor's role in CBVE.
2. Complete Resource #2 for a review of the instructor's role in CBVE.
3. Read Resource #3 to identify the student's role in CBVE.
4. Complete Resource #4 for a self-check on the role of the student in CBVE.
5. Read Resource #5 for examples of suggested daily procedures for students in a CBVE system.
6. Complete Resource #6 to develop materials to orient students to their role in CBVE.
7. Go on to Resource #7 to identify the parts of a CBVE system.

RESOURCES

1. Information Sheet 009-003-001, "The Instructor's Role in CBVE," in this guide, page 28.
2. Activity Sheet 009-003-002, "Review the Instructor's Role in CBVE," in this guide, page 29.
3. Information Sheet 009-003-003, "The Student's Role in CBVE," in this guide, page 30.
4. Activity Sheet 009-003-004, "Review the Student's Role in CBVE," in this guide, pages 31-32.
5. Information Sheet 009-003-005, "CBVE Daily Procedures," in this guide, pages 33-48.
6. Activity Sheet 009-003-006, "Develop CBVE Daily Procedures," in this guide, page 49.
7. MPO #4 in this guide, page 50.

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	003

INFORMATION SHEET
009-003-001

The Instructor's Role in CBVE

The instructor is the most important factor in a successful CBVE program. Physical resources and a well planned, structured CBVE program are important. However, without knowledgeable and competent instructors assisting, guiding, evaluating, interacting, and helping students to develop skills, effective development of those skills will not occur. It is this interpersonal dimension that the CBVE instructor must fulfill.

The major role of the instructor is one of "managing the learning environment" rather than the traditional "dispenser of information". Instructional personnel spend the major portion of training time giving demonstrations, assigning students to tasks, providing individual and small group assistance, evaluating student progress, and providing individual consultation. The following functions outline the role of the instructor in CBVE instructional situations.

- serves as a curriculum developer (team member to ascertain what is to be learned)
- stimulates students' motivation
- manages learning; a consultant rather than a provider of information; a facilitator of the learning process
- diagnoses and solves learning problems
- assists the learner and evaluates achievement
- assists learners to obtain individual rewards and goals
- assists each student in designing a personalized program of study
- instills confidence in the learner
- provides rewards for jobs well done
- serves as a model of desirable work habits, attitudes, and competency in the occupational field

In concert with the concept of "Learner-Centered-Instruction", students may function on an individual basis in pursuing the instructional program prescribed for their personal objectives. The major portion of the student's time is spent in directed self-study and practice, supervised at all times by a member of the instructional staff who provides immediate assistance to the student when necessary.

ACTIVITY SHEET
009-003-002
Review the Instructor's Role in CBVE

Answer the following questions. When you are done, check your answers with Information Sheet 009-003-001.

1. List eight functions of the instructor in a CBVE system.

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

INFORMATION SHEET
009-003-003
The Student's Role in CBVE

Students in a CBVE program must assume a mature, responsible attitude toward their learning. You should explain to them that they should take the initiative in planning and completing their own program. They need to provide input as to the kinds of skills they want to learn. This is, of course, closely guided and monitored by the instructor.

You will meet with all students and plan their course of study. Then each student has the responsibility to master the required tasks. Students may then move at their own speed and are assessed on their ability to meet the pre-determined criteria.

You also want students to know that they are not alone. You are there to guide and assist them in their efforts. You will provide them with any additional resources they may need. However, they need to realize that they are responsible for actually doing the work. At some point in time, they must demonstrate that they can perform the task at the pre-set level.

The students need to know that a competency-based instructional system is based on the concept that no two people learn the same way at the same rate.

To the students, CBVE means:

1. receiving credit for what they already know.
2. being able to identify what they need to know or do.
3. being able to proceed at their own rate within program guidelines.
4. having some choice in how they learn--individually, on a one-to-one basis, in small groups, in large groups, or through various audio-visual means.
5. accepting more responsibility for their learning.
6. being given more responsibility in decision making and time management.
7. assessing their own progress accurately.
8. having more freedom in the classroom or shop.
9. competing against pre-set standards--not other students.
10. having a curriculum which requires demonstrating mastery learning at the level of performance designated by workers in the occupation.

ACTIVITY SHEET
009-003-004
Review the Student's Role in CBVE

Answer the following questions and check your work with the following answer key.

1. List ten factors which influence a student in a CBVE system.

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

   I.

   J.

2. A competency-based instructional system is based on the concept that _____ _____.

ANSWER KEY

For Activity Sheet 009-003-004

1. See items 1-10 in Information Sheet 009-003-003.

2. A competency-based instructional system is based on the concept that no two people learn the same way at the same rate.

INFORMATION SHEET

009-003-005

CBVE Daily Procedures

When orienting students to CBVE, it is useful to provide the students with a guide to their daily activities. The following daily operating plan has been successfully used at an ICBVE demonstration center. It serves as a guide to students as they begin their studies in a CBVE setting. The activity sheets at the end of the plan are used during student orientation to actively involve the students.

S.A.C.C.

MACHINE TRADES

DAILY OPERATING PLAN

1984-1985

INSTRUCTOR

DAVID DIMMLICH

STUDENT ASSISTANTS

BLOCK I	BLOCK II	BLOCK III
SUPERVISOR	SUPERVISOR	SUPERVISOR
INSPECTOR	INSPECTOR	INSPECTOR

SHOP PROCEDURES 1984-85

CHECK IN

1. ARRIVE AT SACC AND GO DIRECTLY TO MACHINE TRADES LAB.
2. GET YOUR TIME CARD FROM THE RACK AND PUNCH IN.
3. CHECK IN WITH INSTRUCTOR TO MAKE SURE ATTENDANCE AND THE TASK NUMBER YOU ARE WORKING ON ARE IN THE GRADE BOOK. IF NECESSARY, CHECK YOUR CONTRACT FOR THE TASK NUMBER.

WHAT TO DO

4. GO TO THE LRC FOR THE NECESSARY SLG OR RESOURCE MATERIALS. ACTIVITY SHEETS ARE FILED NUMERICALLY IN THE SHOP FILE. WHEN STARTING AN SLG, GO TO THE FILE FOR ALL THE ACTIVITY SHEETS. WHEN LEAVING SHOP AREA, BE SURE TO ASK YOUR INSTRUCTOR AND TAKE YOUR TIME CARD WITH YOU.
5. GET YOUR LEARNING GUIDE (SLG) AND START WORK BY:
   A. RETURNING TO SHOP TO COMPLETE AN ACTIVITY SHEET.
   B. STAYING IN LRC TO READ, VIEW A VIDEO TAPE, OR COMPLETE A WRITTEN ACTIVITY SHEET.
   C. IF YOU HAVE ANY QUESTIONS, CONTACT YOUR INSTRUCTOR OR SHOP SUPERVISOR.
6. HAVE AN ACTIVITY SHEET CHECKED:
   A. IF IT IS AN ACTIVITY SHEET WITH WRITTEN ANSWERS, SEE YOUR INSTRUCTOR OR SHOP SUPERVISOR.
   B. IF IT IS AN ACTIVITY SHEET IN WHICH YOU MUST MAKE A PART CONTACT YOUR INSTRUCTOR OR SHOP SUPERVISOR FOR MACHINE ASSIGNMENT AND HELP IF NECESSARY. ASK QUESTIONS WHILE YOU ARE PRACTICING SO THAT YOU LEARN THE PROCEDURE CORRECTLY.
   C. WHEN YOU HAVE COMPLETED A PART FOR AN ACTIVITY SHEET, TAKE THE PART AND ACTIVITY SHEET TO THE SHOP INSPECTOR WHO WILL INSPECT THE PART AND RECORD THE DIMENSIONS. THEN SHOW THE PART AND ACTIVITY SHEET TO YOUR INSTRUCTOR, WHO WILL INITIAL THE ACTIVITY SHEET IF THE PART MEETS STANDARDS. IF THE PART DOES NOT MEET THE STANDARDS, THE INSTRUCTOR WILL HELP YOU IMPROVE THE NECESSARY SKILLS.

DEMONSTRATIONS

7. IF YOU NEED A DEMONSTRATION THAT IS NOT ON VIDEO TAPE, CONTACT YOUR INSTRUCTOR AT THE START OF CLASS AND SCHEDULE A TIME FOR THE DEMONSTRATION.

QUESTIONS

8. IF YOU HAVE A QUESTION ABOUT AN INFORMATION SHEET OR TEXTBOOK, RETURN TO THE SHOP AND CONTACT YOUR INSTRUCTOR OR SHOP SUPERVISOR.

RELATED TASKS

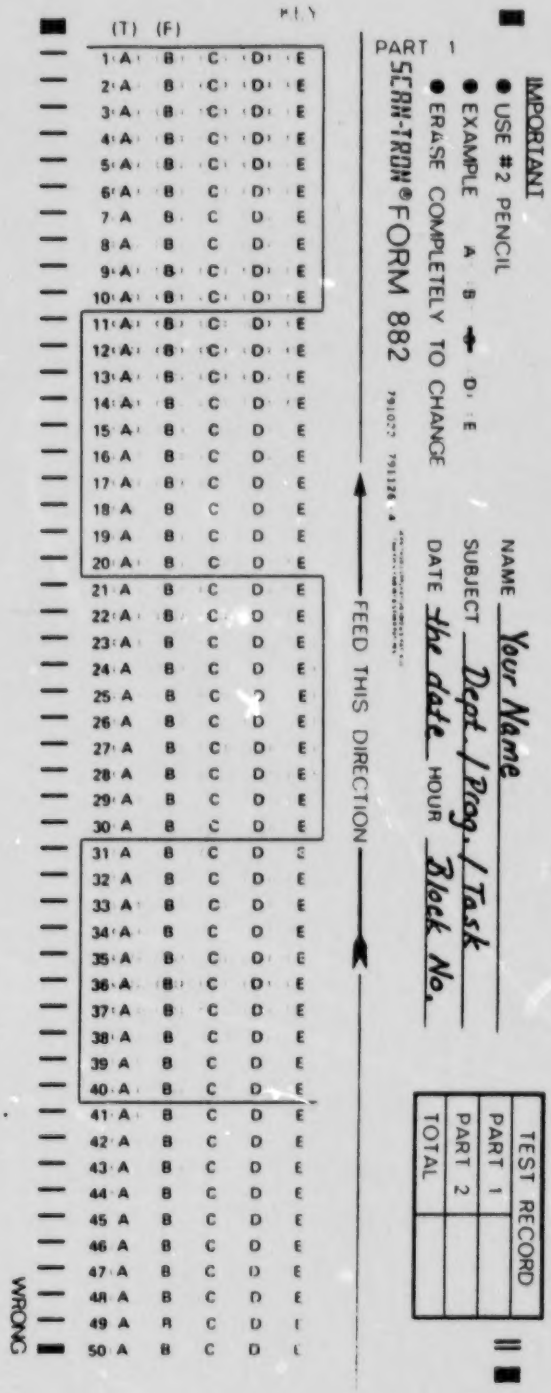
9. IF YOU HAVE CONTRACTED FOR RELATED TASKS IN DRAFTING, CAREER RELATED, MATH, OR WELDING, FOLLOW STEPS 1-3, THEN REPORT TO THE ASSIGNED AREA. THE AREAS ARE: DRAFTING AND MATH IN THE DRAFTING ROOM WITH MR. D. TIDABACK, CAREER RELATED IN THE STUDENT SERVICES OFFICE WITH MR. T. J. GILLEY, AND WELDING IN THE WELDING LAB WITH MR. D. LABONTE. BE SURE TO TAKE YOUR TIME CARD WITH YOU! EACH OF THE ABOVE INSTRUCTORS WILL GIVE YOU DETAILED INSTRUCTIONS TO FOLLOW WHEN WORKING IN THEIR AREA. REMEMBER: TIME IS IMPORTANT, SO IT IS UP TO YOU TO START WORK ON TIME AND KEEP AN ACCURATE RECORD OF HOW YOUR TIME IS SPENT. IF YOU NEED TO TALK TO THE STUDENT SERVICES COORDINATOR OR JOB PLACEMENT COORDINATOR, YOU MUST CONTACT YOUR INSTRUCTOR FOR A STUDENT SERVICES PASS. YOU MUST HAVE THIS PASS TO BE IN THE HALLS. BE SURE TO LOG THE TIME ON YOUR TIME CARD.

STUDENT ORGANIZATIONS

10. VOCATIONAL CLUBS AND STUDENT ORGANIZATIONS ARE AN IMPORTANT PART OF VOCATIONAL EDUCATION. IF YOU JOIN YOU WILL BE ALLOWED TO SPEND TIME ATTENDING MEETINGS IF IT DOES NOT AFFECT YOUR VOCATIONAL EDUCATION. KEEP A SPECIAL TIME CARD IN YOUR FILE. THE TASK NUMBER IS 000. THE CLUB ADVISOR MUST INITIAL YOUR TIME CARD FOR EACH MEETING YOU ATTEND DURING THE S.A.C.C. DAY. ASK YOU INSTRUCTOR TO RECORD THE TIME YOU SPEND AT MEETINGS IN THE GRADE BOOK. YOUR CLUB TIME CARD IS IMPORTANT SO KEEP IT UP TO DATE.

WRITTEN EXAMS

11. WHEN YOU ARE READY TO TAKE A WRITTEN EXAM, CONTACT YOUR INSTRUCTOR FOR A TEST PASS AND GO TO THE LRC TEST CENTER. BE SURE TO TAKE A PENCIL AND YOUR TIME CARD WITH YOU. FILL OUT THE TEST PASS PROPERLY WITH YOUR NAME, THE DATE, AND TASK NUMBER. TAKE THE TEST PASS TO YOUR INSTRUCTOR WHO WILL DETERMINE IF YOU ARE READY TO TAKE THE TEST, SIGN IT, AND CIRCLE THE ATTEMPT AND TASK NUMBER. TAKE YOUR PENCIL, TEST PASS, AND TIME CARD TO THE LRC TEST AREA AND ASK THE AIDE FOR HELP. THE AIDE WILL GIVE YOU THE TEST AND AN ANSWER SHEET. BE SURE TO FILL OUT THE ANSWER SHEET CORRECTLY. THE DIRECTIONS ARE ON THE DESK ARMS. FOLLOW THEM! IF YOU DON'T DO THIS CORRECTLY, YOU MUST TAKE THE TEST AGAIN 24 HOURS LATER. OBVIOUSLY, THIS WILL ADD TIME TO YOUR TASK AND WILL AFFECT YOUR GRADE. YOUR TEST WILL BE GRADED AT THE END OF THE DAY AND YOU WILL RECEIVE THE RESULTS THE NEXT DAY. IF YOU FAIL A TEST YOUR INSTRUCTOR WILL GO OVER THE WEAK AREAS WITH YOU AND WHEN SATISFIED WITH YOUR ABILITY, YOU MAY TAKE THE TEST AGAIN.



Answer Sheet

Test Pass

SACC Stephenson Area Career Center

TEST PASS

Instructor's Name: _____

Name: _____

Date: _____

Task #: _____ _____ _____

Attempt #: 1 2 3 4

Test #: 1 2 3 4

Pass _____ Fail _____

Evaluator's Initials: _____

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	003

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PERFORMANCE/PRODUCT CHECKLIST

12. WHEN YOU FEEL YOU CAN PERFORM A TASK TO CHECKLIST STANDARDS, SCHEDULE IT WITH YOUR INSTRUCTOR ONE DAY IN ADVANCE. BE SURE TO READ THE CHECKLIST BEFORE YOU SCHEDULE IT TO BE SURE THAT YOU CAN COMPLETE IT SATISFACTORILY. THE QUALITY OF YOUR PART OR PERFORMANCE WILL BE CHECKED BY THE STANDARDS LISTED ON THE CHECKLIST. THE CHECKLIST IS IN THE LEARNING GUIDE. YOU MAY PRACTICE BY USING THE CHECKLIST TO CHECK YOUR WORK. IF YOU HAVE ANY QUESTIONS, SEE YOUR INSTRUCTOR. YOU MUST WORK ALONE WHEN ATTEMPTING A TASK FOR MASTERY. FAILURE TO WORK ALONE WILL BE THE BASIS FOR LOSS OF ALL YOUR DAILY POINTS AND LOSS OF POINTS FOR THE PERSON WHO HELPS YOU. THE CHECKLIST WILL BE SCRAPPED AND AFTER A 24-HOUR WAIT, YOU MAY TRY AGAIN. REMEMBER SOME CHECKLISTS ARE TIMED, SO SCHEDULING IS IMPORTANT. FOR A PERFORMANCE CHECKLIST OR PERFORMANCE/PRODUCT CHECKLIST, YOUR INSTRUCTOR WILL OBSERVE YOU WHILE YOU COMPLETE THE PERFORMANCE. FOR A PRODUCT CHECKLIST, YOUR INSTRUCTOR WILL EVALUATE THE FINAL PRODUCT. WHEN COMPLETING A CHECKLIST PART, PAINT IT WITH BLUE DYE AND WRITE YOUR INITIALS AND DATE ON IT. THEN TURN IT IN WITH THE CHECKLIST FOR EVALUATION.

PROFICIENCY TESTING

13. SOME OF YOU HAVE A GOOD BACKGROUND IN THE MACHINE TRADES. IF THIS IS THE CASE, YOU WILL OCCASIONALLY COME ACROSS A TASK WHICH YOU HAVE ALREADY DONE. IF AFTER READING THE TERMINAL PERFORMANCE OBJECTIVE (TPO), LOOKING AT THE SLG AND READING THE CHECKLIST, YOU THINK THAT YOU CAN PERFORM AT MASTERY LEVEL, CONTACT YOUR INSTRUCTOR TO "TEST OUT" OF THE LEARNING GUIDE. YOU WILL BE ASKED SOME QUESTIONS AND IF YOUR INSTRUCTOR IS SATISFIED THAT YOU CAN DO THE TASK, YOU WILL BE ALLOWED TO TAKE THE TEST AND COMPLETE THE CHECKLIST. REMEMBER: YOU MUST BE ABLE TO PERFORM AT THE LEVELS SET IN THE TPO.

STUDENT LEARNING GUIDE EVALUATION

14. THE LAST STEP FOR EVERY SLG IS TO COMPLETE A SLG EVALUATION FORM. THIS FORM IS LOCATED IN THE SHOP FILE. YOU ARE TO GO TO THE FILE, GET A COPY OF THE FORM, AND FILL IT OUT. YOU DO NOT NEED TO SIGN YOUR NAME TO THE FORM, ONLY THE TASK NUMBER. THIS IS YOUR CHANCE TO TELL YOUR INSTRUCTOR WHAT WAS GOOD OR BAD ABOUT A PARTICULAR SLG. IF YOU HAD ANY DIFFICULTIES WITH A SLG, REFERENCE MATERIALS, OR VIDEO TAPES, LET YOUR INSTRUCTOR KNOW SO THE PROBLEM CAN BE CORRECTED.

TASK MASTERY

15. WHEN YOU HAVE COMPLETED A TASK AT MASTERY LEVEL, YOU MUST FILL OUT A TASK MASTERY CARD. THE CARDS ARE LOCATED ON THE SHOP DESK. FILL IN YOUR STUDENT I.D. NUMBER, (THIS IS BELOW YOUR NAME IN THE GRADE BOOK AND ON YOUR CONTRACT), THE YEAR, COURSE NUMBER, YOUR NAME, AND TASK NUMBER. GIVE THE TASK MASTERY CARD, TEST PASS, CHECKLIST AND TIME CARD WITH HOURS TOTALED TO YOUR INSTRUCTOR. YOUR INSTRUCTOR WILL VERIFY CONTRACT AND MASTERY HOURS AND ENTER THE INFORMATION ON YOUR CONTRACT (SPC) AND SIGN THE TASK MASTERY CARD. THIS IS IMPORTANT!! DO NOT JUST PILE ALL THE INFORMATION ON THE GRADE BOOK, OR IT WILL GET LOST AND YOU WILL HAVE TO REPEAT THE PROCESS FOR MASTERY. WHEN YOU TURN IN ONE TIME CARD, PUNCH OUT ON THE OLD CARD AND IN ON A NEW CARD. THEN, CHECK YOUR CONTRACT AND START YOUR NEXT TASK. AFTER RECORDING MASTERY, YOUR INSTRUCTOR WILL RETURN THE TEST PASS, CHECKLIST, AND TIME CARD TO YOU TO PUT IN YOUR FILE. YOUR INSTRUCTOR WILL TURN THE MASTERY CARD IN TO THE OFFICE.

TASK MASTERY CARD

Student I.D. # _____ YR. ____ CRS. # ___

STUDENT NAME _____

____-____-____ DEPT PROG TASK

___-___ CONTR HRS MSTRY HRS

_____ INSTRUCTOR SIGNATURE

_____ DATE

133 7/81

_____ KEYED BY: _____

TIME CARDS

16. EACH STUDENT AT S.A.C.C. HAS A TIME CARD. THE TIME CLOCK IN THE MACHINE TRADES SHOP IS LOCATED ON THE WALL BY THE STEEL RACK. IT IS UP TO YOU TO KEEP YOUR TIME CARD UP TO DATE. TIME CARD RACKS ARE LOCATED ON THE SIDE OF INSTRUCTOR'S DESK WITH A RACK FOR EACH BLOCK. DO NOT, FOR ANY REASON, WRITE ON, PUNCH, OR MUTILATE ANOTHER STUDENT'S TIME CARD. THIS IS CAUSE FOR A REFERRAL AND LOSS OF YOUR DAILY POINTS.

IN MACHINE TRADES WE USE ONE TIME CARD FOR EACH TASK. ON THE CARD YOU WRITE YOUR NAME AT THE TOP. THE DATE IS THE DAY YOU START THE TASK. THE NUMBER WILL BE YOUR MT NUMBER FROM THE GRADE BOOK. FOR EXAMPLE, IF YOU ARE THE FIRST PERSON IN THE GRADE BOOK IN BLOCK 3, YOUR NUMBER WOULD BE MT 301. IF YOU ARE A HIGHLAND STUDENT IT WOULD BE HCC MT 301. YOUR INSTRUCTOR WILL SUPPLY YOUR ID NUMBER.

IN THE JOB COLUMN, YOU WRITE THE TASK NUMBER. START FROM THE TOP END OF THE CARD AND PUNCH IN AND OUT EVERY DAY. AT THE END OF THE DAY, WRITE IN THE TIME SPENT ON THAT TASK IN THE ELAPSED TIME COLUMN. WHEN YOU COMPLETE A TASK, PUNCH OUT ON THE OLD CARD, GET A NEW CARD, AND PUNCH IN ON IT. THEN TOTAL YOUR TIME AT THE BOTTOM OF THE CARD. THIS MUST BE COMPLETED TO VERIFY TASK MASTERY. LOOK AT THIS PAGE FOR A SAMPLE TIME CARD. IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH YOUR TIME CARD, CONTACT YOUR INSTRUCTOR OR SHOP SUPERVISOR.

JOB CARD

Name Your Name

Date 9/7/84 No. Mt 301

JOB	AM'T	RATE		ELAPSED TIME	TIME
900-941			OUT		10:00
001			IN	2	8:00
			OUT		10:00
001			IN	2	8:00
			OUT		9:00
001			IN	1	8:00
			OUT		
			IN		
			OUT		
Total 001			IN	5	

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	003

TOOLS

17. HONESTY IS IMPORTANT IN THE MACHINE SHOP AS WELL AS IN THE REST OF YOUR LIFE. WE RUN THE TOOL CRIB ON THE HONOR SYSTEM. YOU ARE RESPONSIBLE FOR ALL THE TOOLS THAT YOU USE. IF YOU HAVE AN ACCIDENT AND DAMAGE OR BREAK A TOOL, NOTIFY YOUR INSTRUCTOR, SHOP SUPERVISOR, OR TOOL CHECKER IMMEDIATELY SO THAT IT CAN BE REPAIRED OR REPLACED. FAILURE TO DO THIS WILL RESULT IN A REFERRAL. THE TOOL CHECKER WILL CHECK TOOLS AT THE END OF EACH BLOCK AND REPORT THE FINDINGS TO THE INSTRUCTOR.

CLEAN-UP

18. AT THE END OF EACH BLOCK, THERE WILL BE A 10-MINUTE CLEAN-UP PERIOD. YOU WILL BE ASSIGNED TO A SPECIFIC AREA AND WILL BE EXPECTED TO CLEAN THAT AREA. EVERYONE IS RESPONSIBLE FOR CLEANING THEIR OWN MACHINE AS WELL AS THE GENERAL CLEAN-UP. AT THE END OF THE WEEK, THERE WILL BE A 20-MINUTE GENERAL CLEAN-UP CONDUCTED BY ONE BLOCK. THIS WILL BE DONE ON A ROTATING BASIS. FAILURE TO CLEAN YOUR AREA WILL RESULT IN A REFERRAL AND/OR LOSS OF YOUR DAILY POINTS. DO NOT LEAVE A DIRTY WORK AREA!

WASH-UP; PUNCH OUT

19. AFTER TOOLS ARE RETURNED TO STORAGE AND THE MACHINES ARE CLEANED, YOU MAY WASH UP. AFTER WASHING, YOU MUST RETURN TO THE MACHINE SHOP. PUNCH OUT ONLY AT THE END OF THE BLOCK. EARLY PUNCH OUT WILL RESULT IN THE LOSS OF YOUR DAILY POINTS.

WORK CLOTHES

20. IN THE MACHINE TRADES LAB, YOU WILL OFTEN BE WORKING WITH PARTS AND EQUIPMENT WHICH HAVE AN OIL FILM ON THEM. YOU MAY KEEP AN OLD SHIRT AND PAIR OF JEANS IN YOUR LOCKER AND CHANGE WHEN YOU GET HERE. SOME STUDENTS PREFER A SHOP APRON OR PAIR OF COVERALLS. STEEL-TOED SHOES ARE BEST WHEN WORKING IN A MACHINE SHOP. DO NOT WEAR SANDALS OR SNEAKERS.

SAFETY GLASSES

21. YOU WILL BE REQUIRED TO WEAR A PAIR OF OSHA APPROVED SAFETY GLASSES AT ALL TIMES IN THE SHOP. YOU MAY PURCHASE SAFETY GLASSES IN THE MAIN OFFICE AT S.A.C.C. IF YOU WEAR GLASSES YOU MAY WEAR GOGGLES OR YOU MAY ORDER A SPECIAL PAIR OF SAFETY GLASSES THROUGH THE S.A.C.C. OFFICE. THE GLASSES ARE INEXPENSIVE AND MUCH MORE COMFORTABLE THAN THE GOGGLES. AT ANY RATE, YOU MUST HAVE SAFETY GLASSES BY THE SECOND WEEK OF SCHOOL. BE SURE TO PUT YOUR INITIALS ON YOUR GLASSES SO THAT YOU CAN IDENTIFY THEM. YOUR INSTRUCTOR HAS AN ENGRAVING TOOL FOR THIS PURPOSE. FAILURE TO WEAR SAFETY GLASSES IN THE SHOP WILL RESULT IN A LOSS OF DAILY POINTS AND RESULT IN A REFERRAL.

LOCKERS

22. YOU WILL BE ASSIGNED A LOCKER IN THE MACHINE TRADES AREA. YOU MAY PURCHASE A LOCK FROM THE S.A.C.C. MAIN OFFICE OR YOU MAY BRING A LOCK WITH YOU. IT IS A GOOD IDEA TO KEEP YOUR LOCKER LOCKED AT ALL TIMES. YOU MAY STORE YOUR SAFETY GLASSES, WORK CLOTHES, TOOLING AND PARTS WHICH YOU ARE WORKING ON IN YOUR LOCKER. YOU MAY SHARE A LOCKER WITH A FRIEND AS LONG AS YOU CLEAR IT WITH YOUR INSTRUCTOR.

DAILY PERFORMANCE POINTS

23. DAILY PERFORMANCE POINTS ARE EARNED DAILY TO ENCOURAGE RESPONSIBILITY. THESE POINTS ARE 25% OF YOUR GRADE SO THEY ARE IMPORTANT. THE DAILY POINTS IN MACHINE TRADES ARE:

    1. SAFETY
    2. STARTED WORK RIGHT AWAY
    3. PROPER USE AND RECORD OF TIME
    4. PROPER USE OF TOOLS AND EQUIPMENT
    5. CLEAN UP

STUDENT FILES

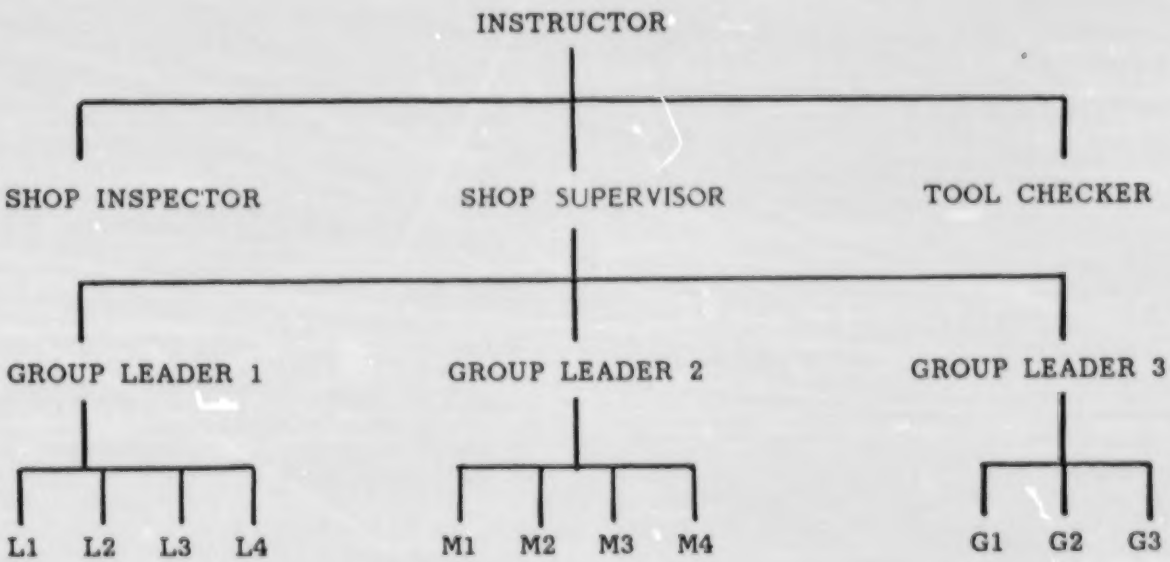
24. EACH STUDENT IN MACHINE TRADES HAS A FILE IN THE SHOP. THE TOP DRAWER OF THE LEFT FILE CABINET HAS BEEN SET ASIDE FOR YOUR FOLDER. ON THE TAG PROVIDED, WRITE YOUR NAME AND ATTACH IT TO YOUR FOLDER. THE FILES ARE ARRANGED BY BLOCK. BE SURE TO KEEP YOUR FILE IN THE CORRECT BLOCK. THE FILE FOLDER IS FOR YOUR USE TO KEEP INFORMATION SHEETS, ACTIVITY SHEETS, CHECKLISTS, BLUEPRINTS AND ANY OTHER NECESSARY ITEMS.

TASK FILES

25. THE OTHER FILE CABINET DRAWERS HOUSE ALL OF THE ACTIVITY SHEETS, BLUEPRINTS, AND PERFORMANCE/PRODUCT CHECKLISTS FOR THE MACHINE TRADES PROGRAM. THEY ARE IN NUMERICAL ORDER STARTING BELOW THE STUDENT FILE DRAWER. WHEN YOU START A TASK, GO TO THE TASK FILE AND GET A COPY OF ALL THE NECESSARY MATERIAL. IF THERE ARE FEWER THAN FIVE COPIES, NOTIFY YOUR INSTRUCTOR TO HAVE MORE COPIES MADE.

SHOP STRUCTURE

26. THE FOLLOWING IS THE ORGANIZATIONAL CHART FOR THE SACC MACHINE TRADES PROGRAM. READ THE FOLLOWING JOB DESCRIPTIONS AND CONTACT YOUR INSTRUCTOR TO CONTRACT FOR THE JOB YOU WOULD LIKE TO PERFORM. ALL STUDENTS WILL HAVE A ROLE IN THE SHOP PLAN. IT IS UP TO YOU TO DECIDE WHAT YOUR ROLE WILL BE FOR EACH QUARTER.



JOB DESCRIPTIONS

SHOP SUPERVISOR:

THE SHOP SUPERVISOR REPORTS TO THE INSTRUCTOR. IT IS HIS/HER RESPONSIBILITY TO HELP THE INSTRUCTOR CHECK ON THE INSPECTOR, TOOL CHECKER, AND GROUP LEADERS. DURING THE CLASS PERIOD, HE/SHE WILL HELP WITH SET-UPS AND TROUBLESHOOTING. THE SHOP SUPERVISOR ALSO CHECKS FOR SAFETY VIOLATIONS AND MAY DOCK STUDENTS DAILY POINTS. THE SUPERVISOR IS ALSO RESPONSIBLE FOR SUPERVISING CLEAN-UP AND TOOL CHECK-IN AT THE END OF THE CLASS PERIOD. THE PERSON SELECTED FOR THIS POSITION HAS A HIGH DEGREE OF SKILL AND HAS DEMONSTRATED PERSONAL RESPONSIBILITY. HE/SHE WILL COMPLETE SLG #900-941-810 UPON CONTRACTING FOR THIS TASK.

SHOP INSPECTOR:

THE JOB OF THE SHOP INSPECTOR IS AN IMPORTANT POSITION IN THE MACHINE SHOP. THIS PERSON IS RESPONSIBLE FOR HELPING THE INSTRUCTOR INSPECT PARTS AND KEEPING RECORDS OF THE INSPECTIONS. PARTS COMPLETED AS AN ACTIVITY SHEET GO DIRECTLY TO THE INSPECTOR. HE/SHE WILL THEN SUBMIT TO THE INSTRUCTOR A WRITTEN RECORD ON THE STUDENT'S ACTIVITY SHEET, AS TO THE DIMENSIONAL ACCURACY OF THE WORK. PERFORMANCE/PRODUCT CHECKLISTS MUST BE SCHEDULED IN ADVANCE WITH THE INSTRUCTOR AND THE INSPECTOR WILL ASSIST THE INSTRUCTOR AS NEEDED. THE SHOP INSPECTOR WILL CONTRACT FOR SLG #900-941-820.

TOOL CHECKER

THIS JOB IS VITAL TO ALL MACHINE SHOPS. THE TOOL CHECKER IS RESPONSIBLE FOR ALL THE TOOLS IN THE SHOP. IT IS IMPORTANT THAT HE/SHE HAVE A THOROUGH KNOWLEDGE OF ALL MACHINE SHOP TOOLS. HE/SHE WILL CONTRACT FOR SLG #900-941-800. IT IS THE TOOL CHECKER'S JOB TO SEE THAT ALL TOOLS ARE RETURNED TO THEIR PROPER PLACE AND IN GOOD CONDITION. IF A TOOL IS DAMAGED OR LOST, IT IS YOUR RESPONSIBILITY TO NOTIFY BOTH THE SHOP SUPERVISOR AND THE INSTRUCTOR. IT IS ALSO PART OF THE TOOL CHECKER'S JOB TO SIGN OUT ALL TOOLS THAT ARE BORROWED BY OTHER SHOPS AT SACC AND TO CHECK THEM BACK IN AGAIN WHEN THEY ARE RETURNED. WHILE PERFORMING THE ROLE OF A TOOL CHECKER, YOU WILL BE LEARNING THE NAMES OF ALL TOOLS IN THE TOOL ROOM.

GROUPS LEADERS

GROUP LEADERS WILL ASSIST THE SHOP SUPERVISOR WITH THE DAILY CLEAN-UP. EACH GROUP LEADER WILL BE IN CHARGE OF A SECTION OF THE SHOP. IT IS HIS/HER RESPONSIBILITY TO SEE THAT THE OTHER STUDENTS ASSIGNED TO THAT AREA CLEAN THE MACHINES AND FLOOR. EVERYONE IS RESPONSIBLE FOR CLEANING HIS/HER OWN MACHINE;

HOWEVER, EACH GROUP IS RESPONSIBLE FOR GENERAL CLEAN-UP ON A DAILY BASIS OF EACH ASSIGNED AREA. AT THE END OF EACH WEEK, A GENERAL CLEAN-UP WILL BE CONDUCTED BY ONE BLOCK. THIS WILL BE ON A ROTATING BASIS. THE THREE GENERAL CLEAN-UP CREWS ARE: GROUP 1 - LATHES, GROUP 2 - MILLS AND DRILLS, AND GROUP 3 - GRINDERS.

ACTIVITY SHEET

Daily Operating Plan

1. WHERE DO YOU GO WHEN YOU FIRST ARRIVE AT SACC? _____

2. A WRITTEN EXAM AT SACC IS TAKEN IN THE _____.

3. WRITTEN EXAMS AT SACC ARE ALL _____ _____.

4. WHEN YOU GET TO YOUR PROGRAM AREA AT SACC, THE FIRST THING THAT YOU DO IS _____ _____.

5. WHERE DO YOU FIND A STUDENT LEARNING GUIDE FOR YOUR PROGRAM AREA AT SACC? _____

6. WHERE ARE THE ACTIVITY SHEETS KEPT FOR YOUR PROGRAM? _____

7. WHEN YOU ARE GOING TO THE LRC TO GET A STUDENT LEARNING GUIDE, YOU MUST TAKE YOUR _____ _____ WITH YOU TO CHECK OUT THE STUDENT LEARNING GUIDE.

8. IF YOU ARE TO READ INFORMATION OR LOOK AT A SLIDE/TAPE OR VIDEO TAPE, YOU WOULD DO THIS IN THE _____.

9. WHO CAN CHECK A WRITTEN ACTIVITY SHEET FOR YOU? _____

10. WHO CAN CHECK AN ACTIVITY SHEET WHEN YOU HAVE PRODUCED SOMETHING? _____

11. IF YOU NEED A DEMONSTRATION THAT IS NOT ON A SLIDE/TAP OR VIDEO TAPE, YOU SHOULD SCHEDULE THE DEMONSTRATION WITH YOUR INSTRUCTOR AT THE _____ _____ _____.

12. TO TALK TO THE STUDENT SERVICES COORDINATOR OR JOB PLACEMENT COORDINATOR, YOU MUST HAVE A _____ _____ _____.

13. TO TAKE A WRITTEN EXAM, YOU MUST HAVE A _____ _____.

14. YOU MUST FILL OUT THE WRITTEN EXAM IN _____.

15. A _____ CHECKLIST EVALUATES YOU WHILE YOU ARE WORKING.

16. A _____ CHECKLIST IS AN EVALUATION OF SOMETHING YOU MAKE.

17. A _____/_____ CHECKLIST IS AN EVALUATION OF YOU WHILE YOU ARE WORKING AND OF SOMETHING YOU MAKE.

18. WHEN YOU ARE COMPLETING A CHECKLIST, YOU MUST WORK _____.

19. IF YOU THINK THAT YOU CAN MASTER A TASK AFTER READING THE TERMINAL PERFORMANCE OBJECTIVE, YOU MAY ASK YOUR INSTRUCTOR FOR A _____ _____.

20. THE LAST STEP FOR EVERY STUDENT LEARNING GUIDE IS TO FILL OUT A STUDENT LEARNING GUIDE _____ FORM.

21. WHEN YOU HAVE COMPLETED A TASK AT MASTERY LEVEL, YOU MUST FILL OUT A _____ _____ CARD.

22. TO VERIFY MASTERY OF A TASK WITH YOUR INSTRUCTOR, YOU MUST HAVE YOUR _____ CARD, _____ _____ CARD, _____ _____ AND _____.

23. IN THE TECH WING, YOU MUST ALWAYS WEAR _____ _____.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO

ACTIVITY SHEET
009-003-006

Develop CBVE Daily Procedures

Using your class setting as a guide, you are to develop a daily operating plan for your class. Have your school's CBVE resource person evaluate your plan using the checklist below.

1.	The students' and instructor's role in CBVE was explained	3
	<u>The Daily Operating Plan Includes:</u>	
2.	What to do upon arrival at school	1
3.	What to do to use an SLG	1
4.	How to use A/V materials	1
5.	How to use activity sheets	1
6.	How to use shop task files	1
7.	How to have activity sheets checked	1
8.	What to do for a demonstration	1
9.	What to do if a student has a question	1
10.	Information on student organizations	1
11.	How to take a written exam	1.
12.	How to complete a performance checklist	1
13.	How to complete a product checklist	1
14.	How to complete a performance/product checklist	1
15.	How to proficiency test	1
16.	How to use SLG evaluation forms	1
17.	How to verify task mastery	1
18.	How to verify time (time cards)	1
19.	How to clean the lab	1
20.	How to end the class day	1
21.	Information on lockers	1
22.	Information on clothes	1
23.	Information on safety items	1

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 20
TOTAL POINTS POSSIBLE = 25

MICRO - PERFORMANCE OBJECTIVE #4

Explain the Parts of the CBVE Delivery System

LEARNING STEPS

1. Read Resource #1 for information on the parts of the CBVE delivery system.
2. Complete Resource #2 to develop a student orientation on the parts of a CBVE system.
3. Go on to Resource #3 for information on the assessment system.

RESOURCES

1. Information Sheet 009-004-001, "Orientation to CBVE Delivery System," in this guide, pages 51-52.
2. Activity Sheet 009-004-002, "Develop an Orientation to a CBVE Delivery System," in this guide, page 53.
3. MPO #5 in this guide, page 54.

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DEPT	PROG	TASK	TPO	MPO
	PTT	009	009	004

INFORMATION SHEET
009-004-001
Orientation to CBVE Delivery Systems

In a CBVE program it is important to orient the students to all parts of the delivery system. In the orientation to vocabulary and concepts, the process was started. Now the student needs to know how a student learning guide works.

The critical items to explain are:

1. Task List and how it relates to a S.L.G.

2. S.L.G.

   A. Cover Page
      1. Task Title
      2. Purpose
      3. Numbering System

   B. T.P.O. Page
      1. T.P.O.
         A. Conditions
         B. Performance
         C. Criteria
      2. M.P.O.'s

   C. M.P.O. Page
      1. Title
      2. Learning Steps
      3. Resources
         A. Information Sheets
         B. Activity Sheets
         C. A-V Materials
         D. Textbooks
      4. Numbering System
      5. Evaluation
         A. Written Exams
         B. Product Checklist
         C. Performance Checklist
         D. Performance/Product Checklist

To review these items, refer to P.T.T. Manual #002 on task lists and P.T.T. Manual #005 on S.L.G.'s.

The following is an activity sheet used for student orientation at an ICBVE demonstration center.

ACTIVITY SHEET
PARTS OF A STUDENT LEARNING GUIDE

Directions: Fill in the blanks using the terms listed.

title	what
given	find
level	evaluated
will	written
number	learn
do	learning
resources	why
statement	resource

COVER PAGE: The cover of a Student Learning Guide contains the following information:

Program _____
Task _____
Purpose _____

The purpose statement tells you _____ you are going to study, and _____ it's important to learn the material.

TERMINAL PERFORMANCE OBJECTIVE PAGE: The TPO tells you:

A. What you will be _____ to master the task.
B. What you _____ do.
C. How you will be _____.
D. The _____ needed for mastery.

The TPO page lists the _____ you will use to master the task.

MICRO-PERFORMANCE PAGE: The MPO page contains a list of _____ steps and _____.

Each learning step tells you what _____ to use, and why it is important.

A resource helps you _____ the material.

The resource column also tells you where to _____ the resource.

A criterion exam is a _____ test.

A product checklist tells you what you must _____ for mastery.

A performance checklist tells you what you must _____ for mastery.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	Develop an Orientation to a CBVE Delivery System		
	You are to develop a student orientation to the CBVE delivery system. You may use all available resources. Check your orientation using the following checklist. You must score 20 out of 20 to go on in this manual.		
	Task List		
	1. Explained the task list	1	
	2. Explained how the task list relates to an SLG	1	
	Student Learning Guides Cover Page		
	3. Explained task title	1	
	4. Explained the purpose statement	1	
	5. Explained the numbering system	1	
	6. Explained any other necessary information	1	
	T.P.O Page		
	7. Explained the T.P.O.		
	A. Conditions	1	
	B. Performance	1	
	C. Criteria	1	
	8. Explained M.P.O.'s	1	
	M.P.O. Page		
	9. Explained the title	1	
	10. Explained the learning steps	1	
	11. Explained the resources	1	
	A. Information Sheets	1	
	B. Activity Sheets	1	
	C. Textbooks	1	
	D. A/V Materials	1	
	E. Location of Resources	1	
	12. Explained the numbering system	1	
	13. Explained the evaluation instruments	1	
	14. Developed an evaluation instrument for the orientation	1	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 20
TOTAL POINTS POSSIBLE = 20

MICRO - PERFORMANCE OBJECTIVE #5

Explain the CBVE Assessment System

LEARNING STEPS

1. Read Resource #1 for information on assessment instruments.
2. Complete Resource #2 for a self-check on assessment instruments.
3. Complete Resource #3 to develop an orientation to assessment instruments.
4. Go on to Resource #4 for information on grading.

RESOURCES

1. Information Sheet 009-005-001, "CBVE Assessment Instruments," in this guide, pages 55-56.
2. Activity Sheet 009-005-002, "Review CBVE Assessment Instruments," in this guide, pages 57-58.
3. Activity Sheet 009-005-003, "Develop an Orientation to Student Evaluations," in this guide, page 59.
4. MPO #6 in this guide, page 60.

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	005

INFORMATION SHEET
009-005-001
CBVE Assessment Instruments

It is important that the students in a CBVE system understand the assessment instruments. For an in depth review of evaluation instruments, refer to P.T.T. Manual #5 (MPO's 005, 006, and 007), P.T.T. Manual #4 on evaluation, and P.T.T. Manual #10 on contracting.

Once you and the learning guide have directed the student through the various activities required to learn the task, you must somehow evaluate whether or not the student "knows" the cognitive elements of the task. Oral quizzes and activity sheets are two ways to evaluate whether or not the student has learned the material.

You can assess your students through the following informal assessments:

1. An oral quiz where you ask the student various questions to determine whether or not they are ready for a written exam.

2. You can have your students write the answers to study questions which you include in the S.L.G.

3. You can have your students complete an activity sheet which you include in the S.L.G.

You should have them complete a written exam covering the material in each guide. The written exam is used to determine cognitive knowledge.

NOTE: The written exam should never be included in the guide for the students to look over before they actually take the test.

IMPORTANT: Make sure your students observe the following rules about taking written exams:

1. The student must complete each exam without the help of the instructor or any resources. The only exception to this rule is if you state specifically that the student may use some resources for the exam, like a set of diagrams.

2. A student can ask to take an exam. You should try to determine, however, if the student knows the materials before you allow him/her to take the test. You can use oral quizzes and study questions for this purpose.

3. Usually, a student should have a chance to review test items marked wrong, and if the test was failed, a review period should be conducted.

THE PRODUCT CHECKLIST . . .

If the task in a particular learning guide is a "knowing" task, like identifying parts of a machine or being able to write the meanings of vocabulary words, a written exam would be enough to evaluate whether or not a student can accomplish a given task. But if the task was a "doing" task, like building or curing a tire, a written test alone would not tell you that the student could actually "do" the task.

A "doing" task or "psycho-motor" task, as this kind of performance is often called, must be tested with some type of performance on the part of the trainee which often produces some kind of product.

A "doing" task must be evaluated through the use of a product checklist, performance checklist, or a performance/product checklist, in addition to a written exam.

The Performance/Product Checklist has three basic functions.

1. Tells the students the specific points on which their performance of the task will be evaluated. All students are evaluated by the same standards.

2. Gives the instructor the particular guidelines by which to evaluate every student.

3. Details the standards for competent performance of the task and for a successful product for the task.

With the checklist, there is no confusion for the learner or the evaluator as to what is "mastery" performance for a particular task.

CHECKLIST	USE
1. Performance	1. Items which must be observed by the evaluator while the student is in process of doing a task.
2. Product	2. Items that can be observed by looking over the final product or end result of a task that has been performed.
3. Performance/Product	3. A combination of items some of which must be observed during performance and some of which can be observed by analyzing the product of a performance.

ACTIVITY SHEET

009-005-002

Review CBVE Assessment Instruments

Let's see how well you understand the assessment system.

1. What are performance/product checklists used for?

2. Name three basic functions of the performance/product checklist.

   A.

   B.

   C.

3. Match the following kinds of checklists on the right by writting the letter in front of the behavior they describe on the left.

   ____Items which can be observed by looking over the end result of a performance

   ____Items which must be observed while the trainee is doing a task

   ____Items some of which must be observed during a performance and some items at the end of a performance

   A. Product Checklist

   B. Performance/Product Checklist

   C. Performance Checklist

4. Name four ways to test whether or not your trainees know the cognitive material presented in each guide.

   A.

   B.

   C.

   D.

ANSWER KEY

For Activity Sheet 009-005-002

Review CBVE Assessment Instruments

Compare your responses with ours.

1. What are performance/product checklists used for?
   A performance/product checklist is used to evaluate the "doing' aspects of a task. The task includes a performance which often produces some kind of observable product.

2. Name three basic functions of the performance/product checklist.

   A. Tells trainees how the performance will be evaluated

   B. Gives guidelines to instructor for evaluating all trainees

   C. Details standards for successful performance and product for a particular task

3. Match the following kinds of checklists on the right by writting the letter in front of the behavior they describe on the left.

   A___ Items which can be observed by looking over the end result of a performance

   C___ Items which must be observed while the trainee is doing a task

   B___ Items some of which must be observed during a performance and some items at the end of a performance

   A. Product Checklist

   B. Performance/Product Checklist

   C. Performance Checklist

4. Name four ways to test whether or not your trainees know the cognitive material presented in each guide.

   A. Oral Quiz

   B. Activity Sheet

   C. Study Questions

   D. Written Exam

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	009-005-003		
	Develop an Orientation to Student Evaluations		
	You are to develop student orientation assessment instruments. Check your work using the following checklist. You must score 10 out of 10 to go on in this manual.		
	The Orientation Explained:		
	Informal assessment instruments:		
	1. Activity sheets	1	
	2. Oral quizzes	1	
	3. Study questions	1	
	Formal assessment instruments:		
	4. Written exams	1	
	5. Product checklists	1	
	6. Performance checklists	1	
	7. Performance/product checklists	1	
	The three basic functions of assessment instruments:		
	8. The conditions under which the student will be evaluated	1	
	9. Provide guidelines to the evaluator	1	
	10. What the standards for mastery are	1	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

MICRO - PERFORMANCE OBJECTIVE #6

Explain the Grading System

LEARNING STEPS

1. Read Resource #1 for a review of grading systems.
2. Complete Resource #2 to develop a plan to orient your students to your grading system.
3. Go on to Resource #3 for information on CBVE facilities.

RESOURCES

1. Information Sheet 009-006-001, "Orientation to Grading," in this guide, pages 61-62.
2. Activity Sheet 009-006-002, "Develop an Orientation to Grading," in this guide, page 63.
3. MPO #7 in this guide, page 64.

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	006

INFORMATION SHEET

009-006-001

Orientation to Grading

For a review of grading, refer to PTTM #13 on how to assign grades. You should develop your own grading system. Now you must explain it to your students.

In Information Sheet 009-003-005, the student explanation of the grading system is included in the daily plan for the class.

The following is the student orientation to the grading system used with the first daily plan presented in MPO #003.

Example Grading Orientation Plan

Grading at SACC

The Competency-Based individualized instruction system available at the Stephenson Area Career Center directly involves you in planning what you will study. You and your instructor will enter into a contract at the start of each grading period. This contract shows what learning guides you will study, the amount of time it should take you to complete each learning guide, and how many mastery hours you must complete to earn a letter grade.

Five things make up a student performance contract:

1. Number of days of attendance for your school for the quarter
2. Number of hours you will be at SACC for the quarter
3. At SACC we allow you two days each quarter for absences. If you have a long illness or must be absent for any reason, contact your instructor for a planned absence form, complete it, and return it to your instructor for a contract adjustment.
4. Number of mastery hours necessary for each letter grade
5. Number of performance points necessary for each letter grade

The grading scale is based upon the following percentage of mastery hours and daily performance points:

A 95% or above
B 87% to 94%
C 80% to 86%
D 72% to 79%
F 71% or below

Remember that mastery hours are the number of hours that you and your instructor agree that it should take you to complete a learning guide, not the number of hours that it actually takes you to complete the student learning guide (SLG).

At mid-term, your instructor will hold a conference to check your progress and possibly make adjustments to your contract hours. If your mid-term grade is below a "C", an interim report will be sent to your parents and your home school. You may request a grade conference with your instructor or the administrative assistant at any time.

As you master a task, your instructor will enter the actual time it took you to complete the learning guide on your contract. At the end of the quarter, the hours are added up along with your daily points and your grade will be determined.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO

009-006-002

Develop an Orientation to Grading

You are to develop a student orientation to grading for your program. You may use all available resources. Evaluate your work using the following checklist. To go on in this manual, you must score 10 out of 10 on the checklist.

The student orientation explained:

1.	The grading scale	5
2.	The rationale for the grading scale	3
3.	All other necessary information	2

TOTAL POINTS EARNED =

POINTS NEEDED FOR MASTERY = 10
TOTAL POINTS POSSIBLE = 10

MICRO - PERFORMANCE OBJECTIVE #7

Orient Students to CBVE Facilities

LEARNING STEPS

1. Read Resource #1 for information on orienting students to CBVE facilities.
2. Complete Resource #2 to develop a plan to orient your student to CBVE facilities.
3. Go on to Resource #3 to develop your plan to orient students to CBVE.

RESOURCES

1. Information Sheet 009-007-001, "Orient Students to CBVE Facilities," in this guide, pages 65-67.
2. Activity Sheet 009-007-002, "Develop a Plan to Orient Your Students to CBVE Facilities," in this guide, page 68.
3. MPO #8 in this guide, page 69.

DEPT	PROG	TASK	TPO	MPO
	PTT	009	009	007

INFORMATION SHEET

009-007-001

Orient Students to CBVE Facilities

The facilities used for CBVE are different from those used for traditional programs. They are designed for more independent study using a wide variety of equipment and materials. Your students will learn better if they are familiar with all the CBVE facilities and rules.

Perhaps the most important facilities, outside of the classroom, is the learning resource center (LRC). The LRC may be a part of your classroom or a separate facility. In your student orientation, be sure to tell your students about the LRC management system, equipment, materials, and rules. For more specific information on the LRC, review PTTM #008.

In addition to orientation and tour to the LRC, a tour of the classroom and any other areas your school uses is a good practice.

If your school has a career guidance center, job placement office, or any other special areas students will be working in, it is important to introduce the students to these special areas.

Also included in this part of your student orientation should be an introduction to all the discipline guidelines for your school.

The following pages are the student orientation to the LRC at an ICBVE demonstration center.

HOW TO USE THE LEARNING RESOURCE CENTER (LRC) AT S.A.C.C.

YOU WILL FIND THAT THE LRC IS USED FOR A VARIETY OF PURPOSES. AMONG THEM ARE:

1. CHECK OUT SLG's
2. CHECK OUT BOOKS
3. WATCH VIDEO, SLIDE TAPES OR FILM STRIPS
4. STUDY AREA
5. TAKE WRITTEN TESTS

AT THE START OF THE DAY WHEN YOU NEED A SLG, GO TO THE LRC AND WAIT FOR THE CLERK AT THE COUNTER TO WAIT ON YOU. YOU WILL NEED YOUR TIME CARD TO CHECK OUT ALL MATERIALS. BE SURE TO ASK FOR THE CORRECT LEARNING GUIDE. YOU MUST KNOW THE LAST THREE NUMBERS OF THE 9 NUMBER CODE. FOR EXAMPLE, IF YOU WANT THE LEARNING GUIDE ON SAFETY FOR MACHINE TRADES, THE NUMBER IS 900-941-001.
THE 900 TELLS YOU THAT THE SLG IS IN THE INDUSTRIAL DEPARTMENT. THE 941 IS THE CODE FOR MACHINE TRADES AND THE 001 IS THE TASK NUMBER. YOU SHOULD ALWAYS WRITE THE 9 NUMBERS ON YOUR TIME CARD.

WHEN YOU GET THE LEARNING GUIDE, TURN TO THE MICRO-PERFORMANCE OBJECTIVE THAT YOU WERE LAST WORKING ON AND ASK THE CLERK FOR ANY NECESSARY REFERENCE OR TEXT BOOKS. THEN CONTINUE WORKING ON THE SLG.

REMEMBER TO BE COURTEOUS AT ALL TIMES. OTHER STUDENTS HAVE RIGHTS ALSO.

LRC RULES

1. Excessive noise in LRC, talking, whistling, etc.

1st violation	Verbal warning
2nd violation	Will be asked to move to another location
3rd violation	Student Referral Form completed

2. Talking while taking test

1st violation	Test will be confiscated, instructor notified Test will be re-administered following day
2nd violation	Student Referral Form completed

3. Cheating during test

1st violation	Test confiscated, instructor notified
2nd violation	Student Referral Form completed

4. Sleeping in LRC

1st violation	Verbal warning
2nd violation	Student Referral Form completed

5. Writing on desk

1st violation	Student Referral Form completed

6. Leaving time card in LRC

1st violation	Time card to Mr. Linnell, Assistant Director

7. Student not utilizing time properly in LRC

1st violation	Verbal warning, notify instructor
2nd violation	Student Referral Form completed

8. Refusing to obey directions given by school personnel

1st violation	Student Referral Form completed

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	009-007-002		
	Develop a Plan to Orient Your Students to CBVE Facilities		
	You are to develop a student orientation to your CBVE facilities. You may use all available resources. Check your work with the following checklist. To go on in this manual, you must score 11 out of 13.		
	The facilities orientation included:		
*	1. LRC tour	1	
+	2. LRC guidelines for management	1	
*	3. LRC rules	1	
*	4. Classroom tour	1	
*	5. Lab tour if necessary	1	
*	6. Classroom and lab rules	1	
*	7. Career guidance office tour	1	
*	8. Career guidance office rules	1	
*	9. Job placement office tour	1	
*	10. Job placement office rules	1	
*	11. Other necessary tours	1	
*	12. Other necessary rules	1	
*	13. Overall discipline guidelines	1	
	+ Indicates optional items		
	* Indicates critical items		
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 11
TOTAL POINTS POSSIBLE = 13

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	007

MICRO - PERFORMANCE OBJECTIVE #8

Develop a Plan to Orient Students to CBVE

LEARNING STEPS

1. Read Resource #1 to review the parts of a student orientation to CBVE
2. When you feel ready for evaluation, contact your school's CBVE resource person to complete Resource #2.
3. Read Resource #3 to determine the product necessary to master this task.
4. When you feel ready for evaluation, contact your school's CBVE resource person and complete Resource #4 for evaluation.

RESOURCES

1. MPO's 1-7 in this guide.
2. Written Exam for Task 009, "Orient Students to CBVE," in this guide, pages
3. Product Checklist for Task 009, in this guide, pages 70-73.
4. Product Checklist for Task 009, in this guide, pages 74-76.

DEPT	PROG	TASK	TPO	MPO
	PTT	009	009	008

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 009

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON Orienting Students to CBVE.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 10 **out of** 12 **items correctly, (** 83 **%).**

CRITERION EXAM

Task 009

1. One part of the job you are to learn is a _____.

   A. Performance
   B. Duty
   C. Objective
   D. Task

2. The level of performance you must achieve on each task for a job entry skill is the _____ level.

   A. Learning
   B. Criterion
   C. Mastery
   D. Terminal

3. The set of directions a student follows to complete a task is a _____ _____.

   A. Learning guide
   B. Performance contract
   C. Performance objective
   D. Task list

4. An agreement between the instructor and student about the SLG's to be studied is called the _____ _____.

   A. Learning guide
   B. Performance contract
   C. Performance objective
   D. Task list

5. The listing of all the tasks in an occupational inventory is called the _____ _____.

   A. Learning guide
   B. Performance contract
   C. Performance objective
   D. Task list

6. The final evaluation for mastery of a task is described in the _____ _____.

   A. Learning guide
   B. Performance contract
   C. Performance objective
   D. Task list

CRITERION EXAM

Task 009 (Continued)

7. A CBVE system uses a _____ referenced evaluation system.

   A. Time
   B. Progress
   C. Norm
   D. Criterion

8. An evaluation system which compares each student to a pre-set standard is called a _____ referenced.

   A. Time
   B. Progress
   C. Norm
   D. Criterion

9. A system which is based upon the concept that no two people learn the same way at the same rate is called _____.

   A. Traditional
   B. Competency-based

10. To evaluate cognitive material, you would use a _____ _____.

    A. Performance checklist
    B. Product checklist
    C. Product/performance checklist
    D. Written exam

11. To evaluate the student while he/she is doing a task, you would use a _____ _____.

    A. Performance checklist
    B. Product checklist
    C. Product/performance checklist
    D. Written exam

12. To evaluate a project which the student has made, you would use a _____ _____.

    A. Performance checklist
    B. Product checklist
    C. Product/performance checklist
    D. Written exam

ANSWER KEY

For Criterion Exam for Task #009

1. D
2. C
3. A
4. B
5. D
6. C
7. D
8. D
9. B
10. D
11. A
12. B

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	008

PROGRAM: Professional Teacher Training

TASK: Orient Students to CBVE

TASK # 009

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: Access to available resources

YOU WILL: Develop a plan to orient your students to CBVE

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 65 OUT OF 65 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 65 OUT OF 65 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT	PROG	TASK	TPO	MPO
	PTT	009	009	008

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	STUDENT ORIENTATION CHECKLIST		
	1. CBVE vocabulary terms are explained	2	
	2. CBVE concepts are explained	2	
	3. The students' role in CBVE was explained	2	
	4. The instructor's role in CBVE was explained	1	
	The Daily Operating Plan includes:		
	5. What to do upon arrival at school	1	
	6. What to do to use a SLG	1	
	7. How to use A-V materials	1	
	8. How to use Activity Sheets	1	
	9. How to use shop task files	1	
	10. How to have activity sheets checked	1	
	11. What to do for a demonstration	1	
	12. What to do if a student has a question	1	
	13. Information on student organizations	1	
	14. How to take a written exam	1	
	15. How to complete a performance checklist	1	
	16. How to complete a product checklist	1	
	17. How to complete a performance/product checklist	1	
	18. How to proficiency test	1	
	19. How to use SLG evaluation forms	1	
	20. How to verify task mastery	1	
	21. How to verify time (time cards)	1	
	22. How to clean the lab	1	
	23. How to end the class day	1	
	24. Information on lockers	1	
	25. Information on clothes	1	
	26. Information on safety items	1	
	27. Explained the task list	1	
	28. Explained how the task list relates to a SLG	1	
	29. Explained task title	1	
	30. Explained the purpose statement	1	
	31. Explained the numbering system	1	
	32. Explained any other necessary information	1	
	33. Explained the T.P.O.		
	A. Conditions	1	
	B. Performance	1	
	C. Criteria	1	
	34. Explained M.P.O.'s	1	
	35. Explained the title	1	
	36. Explained the learning steps	1	
	37. Explained the resources		
	A. Information Sheets	1	
	B. Activity Sheets	1	
	C. Textbooks	1	
	D. A-V Materials	1	
	E. Location of resources	1	
	38. Explained the numbering system	1	

DEPT.	PROG	TASK	TPO	MPO
	PTT	009	009	008

TOTAL POINTS _____
POINTS EARNED _____
POINTS NEEDED _____

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	Student Orientation Checklist (Continued)		
	Covers:		
	39. Activity Sheets	I	
	40. Oral Quizzes	I	
	41. Study Questions	I	
	Formal assessment instruments:		
	42. Written Exams	I	
	43. Product Checklists	I	
	44. Performance Checklists	I	
	45. Performance/Product Checklists	I	
	The three basic functions of assessment instruments:		
	46. The conditions under which the student will be evaluated	I	
	47. Provide guidelines to the evaluator	I	
	48. What the standards for mastery are	I	
	49. The grading scale is explained	I	
	Facilities orientation is included		
	50. LRC tour	I	
	51. LRC guidelines for management	I	
	52. LRC rules	I	
	53. Classroom tour	I	
	54. Classroom rules	I	
	55. Discipline guidelines for the school	I	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 65
TOTAL POINTS POSSIBLE = 65